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1917

# PSYCHOLOGY

AT THE

UNIVERSITY of  
PENNSYLVANIA

*Summer, 1917*



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COURSES  
IN  
PSYCHOLOGY

GIVEN AT THE  
UNIVERSITY *of*  
PENNSYLVANIA



DURING THE  
SUMMER SCHOOL SESSION  
OF 1917



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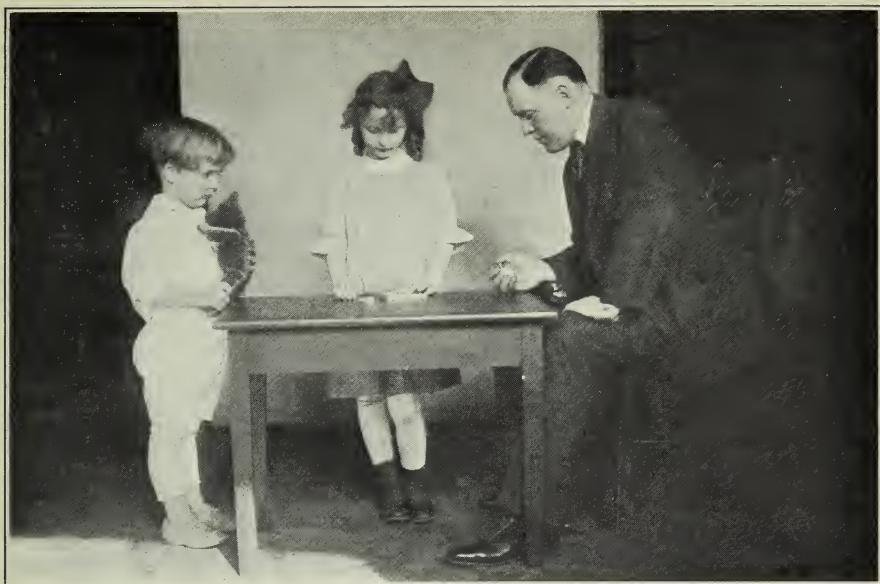
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## FOREWORD

**T**HE Department of Psychology of the University of Pennsylvania sends its greeting to former students and extends a welcome to those who can arrange to spend a part of the coming summer in study. The department wishes to bring its summer program to the notice of wide-awake superintendents, teachers, physicians, social workers, probation officers and all those engaged in educational or child-welfare activities.

The Summer School of the University of Pennsylvania means six weeks of opportunity for those on the one hand who will go back to their regular professional work in the fall and on the other for the increasingly large number of those who wish to prepare themselves to pursue advanced work along the lines of their professional interest.

Laboratory methods underlie all the practical and research work of the Department of Psychology. Laboratory facilities are excellent and the summer program is well adapted for systematic work. The opportunities for research work are exceptionally good, in both the pure and the applied science of Psychology.

Read this program carefully. A post card request will place a copy in the hands of any one whom you may know who should be interested in any or all of the various aspects of this work.

Write to Professor Owen Louis Shinn, Director of the Summer School, for the Summer School Bulletin, which gives further information in regard to courses, fees, college or graduate credits allowed, etc., and in regard to board and rooms.

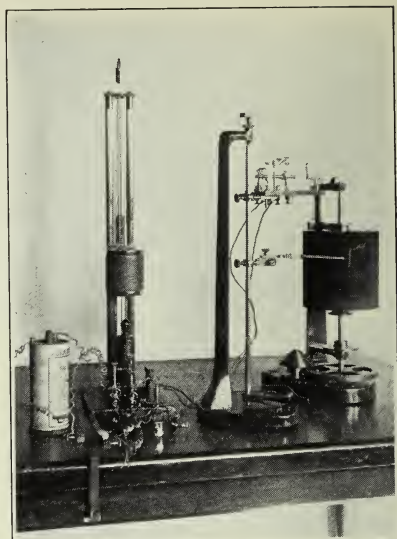
Register early.



## THE PSYCHOLOGICAL LABORATORY

The Laboratory of Psychology was established at the University of Pennsylvania in 1886. Its equipment of apparatus and its instructing staff have been steadily increased to meet the growing demand for instruction in this science and for the opportunity for individual experimentation and research. The entire equipment of this laboratory is made available for summer school students. Nearly all of the courses given during the college year are repeated during the summer session; the department library is at their service; the shop with its equipment for the manufacture of apparatus continues its activities under the charge of an expert mechanic with long experience in this field. The daily program is so adjusted that all laboratory work proceeds with a minimum of interruption.

Physics and chemistry were formerly taught in colleges by the text-book and lecture method without individual laboratory work. Any experimental procedure was in the hands of the instructor and was used for demonstration rather than for training in the method of the science. This method no longer holds in these sciences. The laboratory with its equipment for individual experimentation has come to be considered essential for adequate instruction even in high schools. Psychology is still taught by the earlier method in many colleges. A laboratory of psychology, like that at the University of Pennsylvania, is just as necessary for the student who desires more than a superficial knowledge of his science as are the laboratories of physics and chemistry. For this reason students who come to the University of Pennsylvania from normal schools or colleges



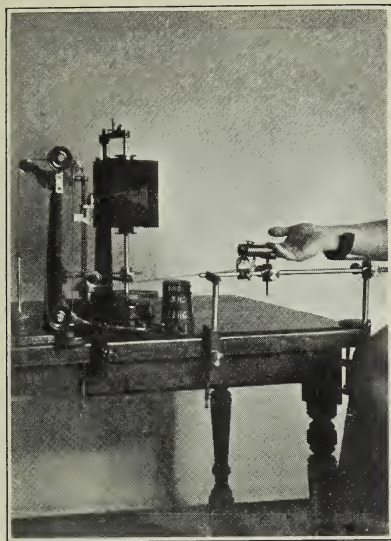
MUSCLE AND NERVE



BRAIN MATERIAL FOR PHYSIOLOGICAL PSYCHOLOGY

where little laboratory instruction is given and who wish to pursue advanced courses in psychology will be expected to prepare themselves by systematic laboratory work. The summer session offers a particularly good opportunity for these students to obtain prerequisite training for such courses. Graduate students who expect to spend the academic year 1917-1918 at the University of Pennsylvania will





ERGOGGRAPH

find it to their advantage to enroll during the summer session of 1917.

The Department of Psychology has taken special pains to perfect this fundamental or introductory course. This systematic course is offered to both undergraduate and graduate students during the summer session. Its completion requires five hours a week, one hour lecture and four hours laboratory, throughout two academic years, or the same time daily throughout two summer sessions. The first year course comprises Psychology 1a, General Psychology, and 2a, Mind and Body, lectures, and Psychology 1b and 2b, laboratory, and Psychology 1c and 2c, also laboratory. The second-year course comprises Psychology 3a, Genetic Psychology, and 4a, Behavior, lectures, and Psychology 3b and 4b, laboratory, together with Psychology 51 or 52,

Qualitative Analysis A or B, also laboratory.

These courses, or their equivalent, are required of all college and graduate students before they are permitted to take advanced work. The ground covered in these courses as well as the training in method and powers of reflection, is essential for a satisfactory foundation for advanced work. While these courses are not required of students who are not making psychology their major subject, but who seek information in one of the fields of educational and social psychology, they are recommended for all, and any one who is determined to obtain professional training for advanced or expert work is strongly advised to pursue this systematic course.

Students who have pursued this systematic course will find advanced courses open to them in psychological research or in one of the various fields of applied psychology and can co-ordinate their work in these fields with courses in Education and Sociology which are open during the summer session.



OBSERVATION OF CHILD BEHAVIOR

## THE PSYCHOLOGICAL CLINIC

The first Psychological Clinic was organized by Professor Lightner Witmer of the University of Pennsylvania in 1896. The remarkable development and spread of the clinical method in child study during the past twenty years is evidence of the significance of this early work. Psychological clinics are held daily throughout the academic year at the University of Pennsylvania for the examination of all kinds of mental cases—children who are retarded in school, children with some speech defect, nervous children, juvenile and adolescent delinquents, children who are precocious or uneven in their development, etc. Many normal children are examined and much attention is given to different kinds of so-called intelligence tests. Records of these cases, many of whom have been under observation for a long period of time, furnish the best of research material in this field.

As other agencies have developed from year to year for the detection of the feeble-minded children who should obviously be segregated in institutions and who should not properly be taught in the public schools, more and more emphasis in this clinical work is given to the problems involved in border-line cases, children of uneven mental development and exceptional ability, and to psychopathic and socially maladjusted children and adolescents. The problems of educational procedure, of dealing with delinquents, and of vocational guidance which arise from differences in the mental capabilities of



WITMER CYLINDERS

normal children are more important than the mere elimination of the uneducable.

These cases are brought to the Psychological Clinic by parents, school principals, teachers, physicians, social workers, and probation officers who deal with these children



PEG BOARD



NORMAL EXCEPT FOR SPEECH DEFECT

in a practical way. Diagnoses of mental status and prognoses for future mental development and recommendations for remedial treatment are made. The clinic is fortunate in having the full co-operation of the University Hospital with its staff of physicians who are specialists in many different lines. Cases requiring medical care or attention because of physical defects of hearing, vision and the like can thus receive prompt expert advice and treatment. In many cases the mental retardation or unsatisfactory behavior which makes the child an object of concern to those who have him in charge is due to just such remediable physical conditions.

An important function of the clinic as an integral part of the work of the department of psychology is to contribute to the science of child psychology. The problems arising in the various cases brought to the attention of the clinic must be solved by careful and systematic research work with individual cases. The principles thus evolved find their application in the fields of education, juvenile court and probation work, and in the practical programs of hospitals, child-welfare agencies and the like.

### CLINICAL PSYCHOLOGISTS, EXAMINERS AND ASSISTANTS

There is an increasing demand for clinical examiners and assistants in connection with the many psychological clinics which have been established, and in connection with school systems, hospitals, juvenile courts, and institutions. Training for such work is given during the summer session. It is necessary for those who wish to succeed in this work to pursue courses in systematic psychology before devoting themselves exclusively to clinical psychology. It is desirable that such examiners and assistants should do graduate work equivalent to the requirements for the Master of Arts degree. Preparation for work as an expert clinical psychologist can be advanced by attendance at the summer session but students looking forward to such expert work should plan to spend at least two academic years in residence and to do graduate work equivalent to that required for the Doctor of Philosophy degree.



CLINICAL EXAMINATION BEFORE CLASS



## THE RESTORATION CLASS

Though feeble-minded children are examined at the Psychological Clinic, the department is not primarily interested in those who show such a marked degree of mental deficiency that they should be segregated in institutions for the feeble-minded. Nor is the practical work in Orthogenics planned for training those who wish to teach such children. The interest of the work in Orthogenics centers about cases showing retardation in school work or uneven progress which give some promise of restoration under proper physical and pedagogical remedial treatment. Some of the special classes for backward children which have been established in all progressive school systems are still cumbered with institutional cases which show no promise of educability and which should be trained in institutions for the feeble-minded. But every teacher of such a class knows that the real function of these

classes is to deal with restoration or doubtful types. Where a child is certainly feeble-minded he is not only a hindrance to the teacher's work with children who should be restored by individual teaching and special methods to some regular grade in the school system, but such children can be much better trained in institutions for the feeble-minded.

A restoration class will be conducted throughout the summer session. This class will be made up of children who are backward in school. Some of them will probably prove not to be true restoration cases, but no certainly feeble-minded children will be in regular attendance. For purposes of comparison, feeble-minded children will be attached to the class for brief periods from time to time. In this way, the two types are

differentiated and the attention of teachers is diverted from the hopeless task of training institutional cases in the public schools to the more promising field of restoring those who are merely retarded to the grades where they will be able to associate with normal children.

Various aspects of orthogenic procedure will receive attention. Expert individual teaching will be combined with group work. Work in reading, writing, number



BASKETRY



SPECIAL CLASS TAUGHT BY FORMER STUDENT



NATURE STUDY

work, etc., will be correlated with manual occupations, directed play and gymnastics. Cases of defective speech will be given training in articulation and expression. Most backward children are defective in expression even where articulation is apparently normal and it is very important for teachers of special classes of backward children to become familiar with this aspect of restoration teaching. Some school systems, where the value of this work is recognized, have provided special teachers for corrective speech work. This work must always be emphasized where children are below their normal grade because of a foreign language difficulty.

Children who show need for corrective or orthopedic gymnastics will receive attention under the direction of an expert.

Students who attend the lectures in orthogenics and observe the work of this Restoration Class will be furnished with detailed information in regard to the children who make up the class. They will thus have knowledge of the home conditions, previous school standing and progress, physical condition, and mental status of each child and will be required to make a record of their observations. In this way they will learn to help these children, who always show mental deficiency or lack of ability in some particular direction, by encouraging their development along the lines of their individual aptitudes and abilities. The work in orthogenics thus becomes concrete and practical and can be applied by teachers in their own classes during the school year.

The courses in orthogenics are also adapted to the needs of those who are devoting their time to the home care of backward children. Though a few of these have in charge children who are certainly feeble-minded, the majority find that their best work is done with children of this restoration type—children who will grow up to play their part in the world because remedial physical and pedagogical methods were adapted to their individual needs.



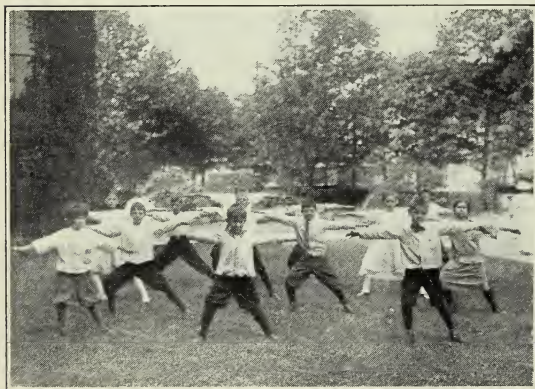
SUMMER CLASS, 1915



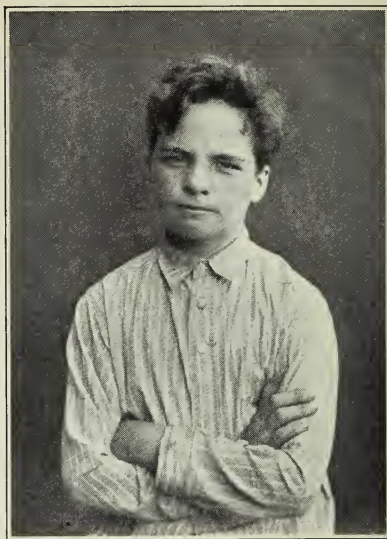
The equipment of juvenile and municipal courts with probation departments and the establishment of departments of research and probation, in connection with reform schools and penal institutions, open up new fields of social work. This clinical criminology involves a psychological analysis not only of the individuals under the care of such institutions but also of the environmental conditions under which their anti-social behavior has developed. Probation officers, field workers, and members of research staffs will profit by training in the psychology of normal, adolescent and adult behavior as well as in methods of detecting and dealing with abnormal types of behavior. Since modern psychology, defined as the study of human behavior, is fundamental to all social science, the criminologist is no longer satisfied with classification of criminal acts nor with investigating the physical stigmata of the so-called criminal type. He becomes a criminal psychologist in that he must make a study of social incompetency or of social mal-adjustment as phenomena of human reaction due to causes which lie in the individual or his environment or both. It is not sufficient for his assistants to be able to give Binet-Simon tests. They must have a psychological point of view developed on a basis of laboratory work with normal subjects. It is this point of view which can be developed at the laboratory of the University of Pennsylvania where the student, after pursuing systematic laboratory work, comes into direct contact with the concrete problems presented in the Psychological Clinic.

Students already engaged in social work in connection with hospitals, juvenile or municipal courts, child-welfare agencies and the like, or preparing themselves for work of this kind, either as social workers, probation officers, or investigators, will find practical courses in work of this character as well as opportunities for a fundamental training in systematic psychology.

## A JOURNAL OF ORTHOGENICS AND CLINICAL PSYCHOLOGY



OUT-DOOR GYMNASTICS OF SUMMER CLASS



WORTH WORKING FOR

Through the monthly journal entitled *THE PSYCHOLOGICAL CLINIC*, established in March, 1907, and edited by Professor Lightner Witmer, the investigations of the Psychological Laboratory and Clinic, as well as other contributors, are made available to those professionally interested in the study and treatment of mental retardation and deviation.



# COURSES IN SYSTEMATIC AND APPLIED PSYCHOLOGY

JULY 9 TO AUGUST 17, 1917

## *Practical Courses*

- 11 S. CHILD PSYCHOLOGY A, INFANCY AND CHILDHOOD. Half Course. First three weeks.
- 12 S. CHILD PSYCHOLOGY B, ADOLESCENCE. Half Course. Second three weeks.
- 30 S. THE PSYCHOLOGICAL CLINIC A. One hour daily demonstration of the mental characteristics of exceptional children, with lectures.
- 31 S. THE PSYCHOLOGICAL CLINIC B.
- 32 S. ORTHOGENIC METHODS A. One hour directed observation of work with the restoration class, including demonstrations of articulation training and corrective and hygienic gymnastics.
- 33 S. ORTHOGENIC METHODS B.
- 35 S. ORTHOGENICS.
- 36 S. SOCIAL FACTORS OF JUVENILE EFFICIENCY. Dealing with problems of juvenile delinquency.
- 59 S. CLINICAL TESTS AND MEASUREMENTS. Including the Binet-Simon and other tests of intelligence.
- 60 S. CLINICAL FIELD WORK A. Four hours daily investigation of cases from the Psychological Clinic and University Hospital dispensaries, including moral cases, such as truants, incorrigibles and other delinquents.

## *Systematic Courses*

- 1 S a. GENERAL PSYCHOLOGY. Lectures. Half Course. First three weeks.
- 2 S a. MIND AND BODY. Lectures. Half Course. Second three weeks.
- 1 S b. GENERAL PSYCHOLOGY. Laboratory. Half Course. First three weeks.
- 2 S b. MIND AND BODY. Laboratory. Half Course. Second three weeks.
- 1 S c. GENERAL PSYCHOLOGY. Laboratory. Half Course. First three weeks.
- 2 S c. MIND AND BODY. Laboratory. Half Course. Second three weeks.
- 3 S a. GENETIC PSYCHOLOGY. Lectures. Half Course. First three weeks.
- 4 S a. BEHAVIOR. Lectures. Half Course. Second three weeks.
- 3 S b. GENETIC PSYCHOLOGY. Laboratory. Half Course. First three weeks.
- 4 S b. BEHAVIOR. Laboratory. Half Course. Second three weeks.
- 61 S. MENTAL ANALYSIS A. Laboratory. Half Course. First three weeks.
- 62 S. MENTAL ANALYSIS B. Laboratory. Half Course. Second three weeks.
- 51 S. QUALITATIVE ANALYSIS A. First three weeks.
- 52 S. QUALITATIVE ANALYSIS B. Second three weeks.

## *Advanced Courses*

- 67 S. CLINICAL METHODS.
- 70 S. CLINICAL FIELD WORK B.
- 71 S. CLINICAL FIELD WORK C.
- 72 S. CLINICAL FIELD WORK D.
- 99 S. INDIVIDUAL LABORATORY.

## *For Research and Instruction*

Daily except Saturday and Sunday

- 1. THE PSYCHOLOGICAL LABORATORY, 8-5.
- 2. THE PSYCHOLOGICAL CLINIC, 1:30-4:30.
- 3. THE RESTORATION CLASS FOR BACKWARD CHILDREN, 9-3:30.
- 4. CLINICAL FIELD WORK. Directed social investigation, 9-1.

Write for Summer School Bulletin to Prof. Owen Louis Shinn, Director of the Summer School, University of Pennsylvania, for further information concerning these courses, fees, college or graduate credits allowed, etc. See next page for daily roster of classes.

# DAILY ROSTER

8.00-9.00	9.00-10.00	10.00-11.00	11.00-12.00	12.00-1.00	1.30-2.30	2.30-3.30	3.30-4.30
1 S a General Psychology First three weeks 2 S a Mind & Body Second three weeks Reiter	11 S Child Psychology A First three weeks 12 S Child Psychology B Second three weeks Twitmyer	32 S Orthogenic 33 S Methods Twitmyer	35 S Orthogenics Twitmyer	36 S Social Factors of Juvenile Efficiency Maxfield	1 S b First three weeks 2 S b Second three weeks Humpstone and Miller	Laboratory 3 S b First three weeks 4 S b Second three weeks Fernberger	30 S Psychological Clinic A Maxfield
3 S a Genetic Psychology First three weeks 4 S a Behavior Second three weeks Fernberger			1 S c First three weeks 2 S c Second three weeks Reiter and Humpstone		Laboratory 3 S b First three weeks 4 S b Second three weeks Fernberger		31 S Psychological Clinic B Maxfield
	59 S Clinical Tests and Measurements Maxfield and Reiter		61 S First three weeks 62 S Second three weeks Reiter and Humpstone		Psychological Clinic 67 S Clinical Methods Maxfield		
	51 S Qualitative Analysis A First three weeks 52 S Qualitative Analysis B Second three weeks Fernberger and Miller						
	60 S and 70 S Clinical Field Work Maxfield						
				Restoration Class			

## SUGGESTIONS TO STUDENTS

**DO NOT ELECT TOO MUCH** Students who attend the summer session are usually eager to make the most of the opportunities for study and recreation which they find open to them. Many of them have been busy throughout the winter months in teaching or other active professional work. These students enter upon their summer courses with a zeal for accomplishment which gives a high tone to their class work. Such students should be careful not to try to take all the courses in which they are interested. They should choose carefully a small number of courses (usually three hours daily but never more than four) so that they may have time for needed relaxation and recreation and so that they may maintain a good standard of scholarship.

**ASK ADVICE BEFORE ELECTING COURSES** The different departments make arrangements for consultation with students upon their arrival. Students should secure early conferences with those in charge of the departments in which they are interested and seek advice not only in regard to particular courses but as to a proper co-ordination of courses in the line of work which they wish to pursue. Members of the instructing staff of the Department of Psychology will advise students on July 7th, the Saturday preceding the opening, and on July 9th.

**REGISTER EARLY** Students should register early by sending in their names to Professor Owen Louis Shinn, Director of the Summer School, thus signifying that they wish to enter for the summer session. This action does not commit them to any particular course or courses. Those who register in this manner can make all preliminary arrangements as to rooms and board so that no time may be lost on their arrival in Philadelphia.

**PLAN FOR RECREATION** Students should plan for regular recreation. They should bring tennis racquets, bathing suits, golf clubs, cameras, and musical instruments as they would do when going on a vacation. Beside the facilities for athletic exercise, the University swimming pool and tennis courts are open to both men and women, and a public golf course is easily reached from the campus. Expeditions to various points of interest in and about Philadelphia are arranged. Week-end trips to Atlantic City and other seashore resorts can be easily planned. Students should also consult the list of public lectures given by members of the faculty.







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